

Index

ROEPER REVIEW, Volume 6, nos. 1-4

FOUNDATIONS OF EDUCATION

- Feldman, D. *Reconceptualizing Excellence: Still A National Priority*. Vol. 6, No. 1, pp. 2-4.

EDUCATIONAL ADMINISTRATION

Program Planning

- Clifford, J.A.; Reunions, T.; and Smith, E. *The Learning Enrichment Services: A Multi-optioned Approach to Programming for Gifted Secondary School Students*. Vol. 6, No. 4, pp. 226-228.
- Gratz, E. and Pulley, J. *A Gifted and Talented Program for Migrant Students*. Vol. 6, No. 3, pp. 147-149.

- Kegley, S. *REAL: A Philosophy of Gifted/Talented Education to Live By*. Vol. 6, No. 4, pp. 230-231.

- Stanley, J. *The Exceptionally Talented*. Vol. 6, No. 3, pp. 160.

- Swicord, B. *Curriculum Development for Gifted Children in Salt Lake City-An Evolving Door*. Vol. 6, No. 3, pp. 144-145.

- Wolf, J.; Swassing, R.H.; and Fichter, G.R. *Anatomy of a School*. Vol. 6, No. 4, pp. 228-229.

Program Evaluation

- Gilberg, J. *Formative Evaluation of Gifted and Talented Programs*. Vol. 6, No. 1, pp. 43-44.
- Mitchell, B. *An Update on Gifted/Talented Education in the U.S.* Vol. 6, No. 3, pp. 161-163.

CURRICULUM AND INSTRUCTION - GENERAL

Principles and Theories

- Barell, J. *Reflective Thinking and Education for the Gifted*. Vol. 6, No. 4, pp. 194-196.

- Chauvin, J. and Karnes, F.A. *Perceptions of Leadership Characteristics by Gifted Elementary Students*. Vol. 6, No. 4, pp. 238-240.

- Hannigan, I. *Core-Explore-More: A Structure for Planning Enrichment Activities*. Vol. 6, No. 3, pp. 142-144.

- Kontos, S.; Carter, K.; Ormrod, J.; and Cooney, J. *Revising the Revolving Door: A Strict Interpretation of Renzulli's Definition of Giftedness*. Vol. 6, No. 1, pp. 35-39.

- Kontos, S.; Carter, K.; Ormrod, J.; and Cooney, J. *Another Look at the Revolving Door: A Reply to Renzulli*. Vol. 6, No. 1, pp. 41-42.

- Perry, P. and Hoback, J. *Grid Planning: A Tool in Programming for Talented and Gifted Students*. Vol. 6, No. 3, pp. 139-142.

- Renzulli, J. and Owen, S. *The Revolving Door Identification Model: If It Ain't Busted Don't Fix It; If You Don't Understand It, Don't Nix It*. Vol. 6, No. 1, pp. 39-41.

- Roberson, T. *Determining Curriculum Content for the Gifted*. Vol. 6, No. 3, pp. 137-139.

- Seiger, S. D. *Reaching Beyond Thinking Skills to Thinking Strategies for the Academically Gifted*. Vol. 6, No. 4, pp. 185-188.

Pre-School and Young Gifted

- Boulinghouse, A. *What is Your Style? A Learning Styles Inventory for Elementary Students*. Vol. 6, No. 4, pp. 208-210.

- Delahanty, R. *Challenge, Opportunity and Frustration: Developing a Gifted Program for Kindergartners*. Vol. 6, No. 4, pp. 206-208.

- Mathews, F. N. *Parental Perceptions of a Pre-school Gifted Program in a Public School System*. Vol. 6, No. 4, pp. 210-213.

Teaching Methods

- Alexander, P. *Training Analogical Reasoning Skills in the Gifted*. Vol. 6, No. 4, pp. 191-193.

- Bellanca, J. *Can Quality Circles Work in Classrooms for the Gifted*. Vol. 6, No. 4, pp. 199-200.

- Costa, A. *Thinking: How Do We Know Students Are Getting Better At It?* Vol. 6, No. 4, pp. 197-199.

- Scruggs, T. E. and Mastropieri, M. *How Gifted Students Learn Implications from Recent Research*. Vol. 6, No. 4, pp. 183-185.

- Sloan, C. and Stednitz, U. *The Enrichment Triad Model for the Very Young Gifted*. Vol. 6, No. 4, pp. 204-206.

- Wagner, P. A. and Penner, J. *A New Approach to Teaching Forms of Reasoning to the Gifted*. Vol. 6, No. 4, pp. 188-191.

- Willings, D. *Portrait for Outdated Teacher*. Vol. 6, No. 1.

Teacher Training

- Flemming, E. and Takacs, C. *A Multidimensional Model for Educating Teachers of the Gifted and Talented*. Vol. 6, No. 1, p. 26.

- Hall, E. *The Learning Center Approach to Teacher Training*. Vol. 6, No. 1, pp. 30-32.

- Jones, V. *Current Trends in Classroom Management: Implications for Gifted Students*. Vol. 6, No. 1, pp. 26-30.

- Karnes, F. and Parker, J. *Teacher Certification in Gifted Education: The State of the Art and Considerations for the Future*. Vol. 6, No. 1, pp. 18-19.

- Mertens, S. *Is There A Place for Teachers in Gifted Education?* Vol. 6, No. 1, pp. 13-17.

- Robards, S. *Teacher Education: Reality and Challenge*. Vol. 6, No. 1, pp. 6-7.

- Rogers, B. *Metacognition: Implications for Training Teachers of The Gifted*. Vol. 6, No. 1, pp. 20-21.

- Whitmore, J. *Changes in Teacher Education: The Key to Survival for Gifted Education*. Vol. 6, No. 1, pp. 8-13.

CURRICULUM AND INSTRUCTION - SUBJECT MATTER

Social Studies

- Cellerino, M. B. *A Mentor-Volunteer Program for the Gifted Talented*. Vol. 6, No. 1, pp. 45-46.

- Johnston, J. *Dialectic for Gifted Elementary Students*. Vol. 6, No. 1, pp. 47-48.

Math

- Kulm, G. *Geometry Enrichment for Mathematically Gifted Students*. Vol. 6, No. 3, pp. 150-152.

- Schulte, A. *Statistics and Probability for Gifted Middle School Students*. Vol. 6, No. 3, pp. 152-154.

Art

- Clark, G. and Zimmerman, E. *Toward a New Conception of Talent in the Visual Arts*. Vol. 6, No. 4, pp. 214-216.

- Dorhout, A. *The Symposium for the Arts: An Activity for Students in the Visual and Performing Arts*. Vol. 6, No. 4, pp. 218-220.

- Gear, G. *The Anchor of Doing Something Well: An Interview With James Nelson*. Vol. 6, No. 4, pp. 221-225.

- Parke, B. and Byrnes, P. *Toward Objectifying the Measurement of Creativity*. Vol. 6, No. 4, pp. 216-218.

CURRICULUM AND INSTRUCTION - RESEARCH

- Cooley, D.; Chauvin, J.; and Karnes, F. *Gifted Females: A Comparison of Attitudes by Male and Female Teachers*. Vol. 6, No. 2, pp. 164-167.

- Daniels, R.; Heath, R.; and Reed, R. *Self-perceptions of Creativity for Education and Non-education Students*. Vol. 6, No. 1, pp. 52-54.

- Eaker, R. and Huffman, J. *Linking Research and Practice: The Consumer Validation Approach*. Vol. 6, No. 4, pp. 236-237.

- Hanson, J.; Silva, H.; and Strong, R. *Research on the Roles of Intuition and Feeling*. Vol. 6, No. 3, pp. 167-170.

- Olson, M. *What Do You Mean By Spatial?* Vol. 6, No. 4, pp. 240-244.

Dissertation Abstracts

- Gibson, M. *Instructional Competence in Teaching Gifted Students*. Vol. 6, No. 4, p. 244.

In Progress

- Adkins, D. and Harty, H. *PEP: Program Evaluation*. Vol. 6, No. 3, pp. 170-171.

COUNSELING AND GUIDANCE

Parenting the Gifted

- Jenkins-Friedman, R. and Fine, M. *A Useful Framework for Parent Teacher Contacts*. Vol. 6, No. 3, pp. 155-158.

- Karnes, M.; Shewdel, A.; and Steinburg, D. *Styles of Parenting Among Parents of Young Gifted Children*. Vol. 6, No. 4, pp. 232-235.

- Kaufman, F. and Sexton, D. *Some Implications for Home-School Linkages*. Vol. 6, No. 1, pp. 49-51.

- Knopper, D. *Open Space*. Vol. 6, No. 3, p. 159.

Counseling Services

- Fish, L. *The Role of the Health Care Provider with the Gifted Child*. Vol. 6, No. 4, pp. 201-204.

Academic Counseling/Guidance

- Brown, M. *The Needs and Potential of the Highly Gifted: Toward a Model of Responsiveness*. Vol. 6, No. 3, pp. 123-126.

- Hamilton, J. *The Gifted Migrant Child: An Introduction*. Vol. 6, No. 3, pp. 146-147.

- Lewis, G. *Alternatives to Acceleration for the Highly Gifted Child*. Vol. 6, No. 3, pp. 133-136.

- Powell, P. *The Intellectual and Psychosocial Nature of Extreme Giftedness*. Vol. 6, No. 3, pp. 131-133.

- Rodell, W. C. *Vulnerabilities of Highly Gifted Children*. Vol. 6, No. 3, pp. 127-130.

BOOK REVIEWS

- Adler, M. *Paideia Problems and Possibilities: A Consideration of Questions Raised by the Paideia Proposal*. Macmillan Publishing Co., 1983. Reviewed by Ruthann Brodsky. Vol. 6, No. 3, p. 178.

- Alexander, P. and Mura, J. *Gifted Education: A Comprehensive Roadmap*. Aspen Systems Corp., 1982. Reviewed by Emily Stewart. Vol. 6, No. 2, pp. 113-114.

- Blum, L.; LoGuidice, J.; and Catz, P. *A Guidebook for Working With Parents of Highly Gifted Children*. Bucks County Schools. Reviewed by Wendy Rodell. Vol. 6, No. 2, p. 113.

- Clay, K. *Microcomputers in Education: A Handbook of Resources*. Oryx Press, 1982. Reviewed by Eric Flescher. Vol. 6, No. 2, p. 116.

- Clendening, C. and Davies, R. *Challenging the Gifted*. R. R. Bowker, 1983. Vol. 6, No. 4, p. 245.

- Cooper, S. *The Clinical Use and Interpretation of the Wechsler Intelligence Scale for Children*. Vol. 6, No. 3, pp. 175-176.

- Elkind, D. *The Hurried Child: Growing Up Too Fast, Too Soon*. Addison-Wesley, 1981. Reviewed by Thomas Buescher. Vol. 6, No. 3, pp. 178-179.

- Epley, T. *Models for Thinking: Activities to Enhance Modes of Thought*. N/S LTI G/T. Reviewed by Norma Pearce. Vol. 6, No. 2, pp. 114-115.

- Feldman, R. *Whatever Happened to the Quiz Kids: Perils and Profits of Growing Up Gifted*. Reviewed by Barry Grant. Vol. 6, No. 1, pp. 57-58.

- Fisher, M. and Fisher, E. *The Early Connection, 1981. Identifying and Teaching the Gifted, 1981. Gifted Education: Critical Evaluation of Important Books on Identification, 1982. The Reading Tutorium*. Reviewed by Norma Pearce. Vol. 6, No. 4, p. 248.

- Frazier, A. *Values, Curriculum and the Elementary School*. Houghton Mifflin, 1980. Reviewed by Susanne Richert. Vol. 6, No. 1, pp. 58-59.

- Johnson, R. *Super Babies*. Exposition Press, 1982. Reviewed by Robert Trezise. Vol. 6, No. 4, pp. 245-246.

- Maker, J. *Teaching Models in Education of the Gifted*. Vol. 6, No. 1, pp. 58-57.

- Marks, W. L. and Nystrand, R. *Strategies for Educational Change*. Macmillan Publishing Co., 1982. Reviewed by Sally Reis. Vol. 6, No. 3, pp. 176-178.

- Mitchell, B.; Stuckle, A.; and Silken, R. *Planning for Creative Learning*. Reviewed by Carolyn Callahan. Vol. 6, No. 4, pp. 247-248.

- Squires, D.; Huitt, W.; and Segars, J. *Effective Schools and Classrooms: A Research Based Perspective*. ASCD. Reviewed by Joanne Whitmore. Vol. 6, No. 4, pp. 246-247.

- Treffinger, D. J.; Isakson, S. G.; editors. *Handbook of Creative Learning Values*. Vol. 1. Center for Creative Learning, 1982. Reviewed by Joanne Whitmore. Vol. 6, No. 1, pp. 56-57.